

Introduction:

This brochure provides K to 12 families with information about Response to Intervention (RTI). RTI is a process used to help students who are struggling academically through well-designed instruction. Based on individual student data, teachers use interventions (sets of teaching procedures) to help students succeed in the classroom. Student progress is monitored and as to whether there needs to be a continuation of RTI or goals for success have been reached.

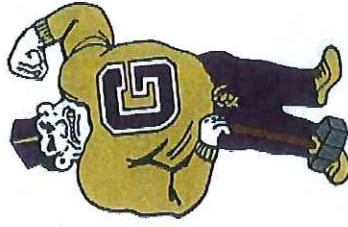
Elementary: Students are provided with interventions for success during a daily WINN (WHAT I NEED NOW) period. Instruction is provided by either the classroom teacher, BSIP or Reading Specialist with in a small group setting. ALL students receive instruction based on their needs during the WINN.

Middle School: Students identified at-risk are scheduled for RTI support in Math and/or ELA. Instruction is provided in a smaller group setting. ALL students receive instruction based on their need.

High School: 9th grade students identified at-risk in math are scheduled for the Math Concepts Class. There are Math and Reading labs for ALL grade levels for any student in struggling in those areas. The Graduation Academy has been created for at-risk Jr. and Sr. students to keep them on track to graduate.

District-wide: Implementation of a **Boilermaker Break** for students to choose activities to participate in beyond their regular classes, that also help to increase support for various skills.

Garfield School District



Garfield Board of Education

Ms. Anna Sciacca
Superintendent of Schools

www.gboe.org
973-340-5000

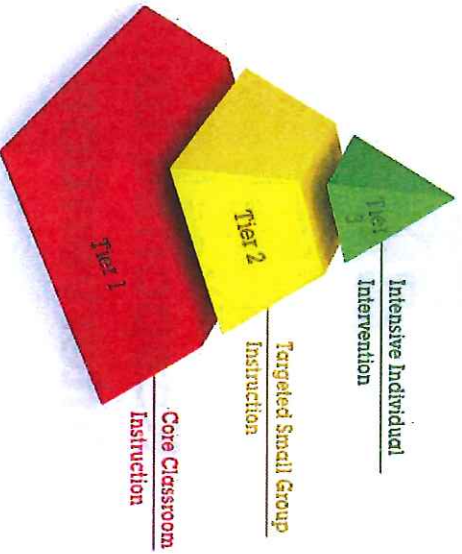


Response to Intervention

A guide for families

The 3 Tiers of RTI

Universal Screening is conducted for all students. This assessment measures data such as reading and lexile level, report card grades, standardized testing, as well as mobility, absenteeism, and social-emotional observations. If students appear to be below-level academically or struggling social/emotionally then RTI interventions are put in place based on identified areas. The teacher creates an action plan for each student's success that is shared with the family.



3 Tiers of Support

Tier 1

RTI begins with providing appropriate instruction to all students by the classroom teacher. Teachers differentiate their instruction to meet the various learning styles of their students.

Tier 2

Tier 2 intervention is additional support that can be provided during RTI/WINN time in smaller groups within the classroom. Teachers provide further differentiated instruction in smaller groups to allow for more time to practice difficult concepts.

Tier 3

For students who are still not progressing with Tier 2 intervention, Tier 3 may be provided. Instruction may be in smaller groups for longer periods of time that what is given in Tier 1 or 2. Tier 3 may use additional materials and programs focusing specifically on necessary skills. If the student needs further assistance, the RTI team may meet to review with parents the action plan for the student and data results to determine what type of instructional support the student might benefit from.

Progress Monitoring:

This involves on-going assessment of the student's performance of specific skills. It is used to determine whether the specific instructional support is working and to provide information to the student's teacher on how to adjust instruction to meet the needs. How often a student's progress is monitored may vary. It also helps school staff know if the instructional support that has been provided needs to be changed. Teachers will share progress with parents. Teachers may ask parents to help support student success at home through reading to the student, asking the student to read to the parent, or engaging in activities that promote positive student growth.

For students who need further assistance than what RTI provided, they may require further evaluation to determine reasons for lack of progress, such as a referral to the CST. The school will ask for the parent's consent to conduct an evaluation to determine if special services are needed. If at any time a parent thinks his/her child has a disability, the parent should make a written request to the school to have the child evaluated by the CST for services.

Respectful
Appreciative, Sincere, Concerning, Co-operation

Open
Positive, Supportive, Encouraging

Understanding
Communicating, Responsible, Empathy, Inspiring, Concerned, Bonding, Friendly, Collaborative, Sharing

Caring
Honest, Consistency, Honesty, Collaborative, Sharing